

INFORMATION PAPER

SUBJECT: Library Automation Project Great Plains Region

1. PURPOSE. To provide information on the automation initiatives of the libraries of the Great Plains Region, US Army Medical Command (MEDCOM).

2. FACTS.

a. Stimson library continues to support the Great Plains Regional MEDCOM libraries and Wilford Hall Medical Center Library with the Voyager integrated library system developed by Endeavor Information Systems, Incorporated. Stimson Library, Brooke Army Medical Center (BAMC), Fort Carson, Fort Polk, Fort Hood, William Beaumont Army Medical Center, Fort Riley, Fort Leonard Wood, the Institute for Surgical Research, and Wilford Hall Medical Center Library have implemented basic modules of the system. The medical library at Fort Sill needs to bring up the circulation module. The medical library at Fort Huachaca is implementing the system during FY 03. The Knowledge Exchange Library will use ENCompass software.

b. The system is a true multi-tiered, client-server system using a relational database structure. The system allows seamless searching across multiple databases using Z39.50 protocol, traditional subject-heading searching, as well as relevance-based keyword searching. The system automates all library functions to include a web-library catalog called Webvoyage. Stimson Library's online catalog is available at <http://ameddlib.amedd.army.mil>. Stimson Library is implementing ENCompass software for digital libraries and has dropped ImageServer and Citation Server modules. The Interlibrary Loan module is partially implemented. Stimson Library must first deal with security and privacy issues before full implementation.

c. The Great Plains project is a multi-library link in a MEDCOM library automation network. Other implemented regional sites include Madigan Army Medical Center, Womack Army Medical Center, and Eisenhower Army Medical Center. Long-range plans include additional sites in the North Atlantic Regional Medical Command (RMC), the Pacific RMC, Medical Research and Materiel Command, the Center for Health Promotion and Preventive Medicine, and the European RMC.

31 July 2003

INFORMATION PAPER

SUBJECT: Digitalization/Virtual Library Project

1. PURPOSE. To provide information on Stimson Library's Digitalization/ Virtual Library Project.

2. FACTS.

a. Stimson Library supports the US Army Medical Command's Medical Library and Information Network and its mission to promote a more fully integrated electronic environment with other Army Medical Department information systems and advance the development of Army Medicine's Virtual Library.

b. Stimson Library has developed an interactive web site with links to virtual electronic resources, tutorials for using the resources, user interface with the library staff for patron registration, and document delivery.

c. Stimson Library continues to evaluate and select electronic materials and databases, including consolidated purchases of resources. Stimson Library continues to monitor licensing agreements and copyright issues for the electronic resources.

d. Stimson Library procured digital library software called ENCompass, which is made up of three modules: ENCompass for Digital Libraries, Encompass for Resource Discovery, and Linkfinderplus. The library has implemented ENCompass for Digital Libraries and is currently working on the other two modules.

e. Stimson Library initiated a digital project for scanning unique Army Medical Department Center and School materials in support of Army medical research and education.

(1) The library has a contract with Northern Micrographics, Incorporated, for scanning. The contractor has completed digital files for the US Army Baylor Graduate Program in Healthcare Administration Projects, 1990-1994; the Health Care Studies and Clinical Investigation reports, 1990-1994; the *Medical Bulletin* (now the *AMEDD Journal*); and the *US Army in Vietnam Medical Bulletin*.

(2) The library continues to select unique materials for scanning. Possible projects include the *Mercury*.

(3) The library converted Voyager digital databases to the ENCompass product.

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INFORMATION PAPER

SUBJECT: Force Protection Digital Library

1. PURPOSE. To provide information on Stimson Library's role in providing a Homeland Defense Digital Library and access to the Homeland Defense repository located on the US Army Medical Department Center and School (AMEDDC&S) G: drive.

2. FACTS.

a. Stimson Library continues to collaborate with the Department of Learning Innovation & Technology in a pilot project to develop a Force Protection Digital Library. The scope of the pilot project is limited community health nursing. The project will document and evaluate the steps for developing a digital library using automated software. The products of the project include the development of prototype taxonomy for Army medicine using Semio software.

b. Stimson Library purchased ENCompass software using funds from the Center for Health Care Education and Studies. The software provides a framework for categorizing, organizing and accessing electronic content in an Oracle database using Extensible Markup Language (XML) and Extensible Style Language (XSL), and standard metadata.

c. The library is tasked with providing integration of ENCompass software and Semio software. The integration of the two software programs will provide an automated method to create the metadata for the digital library.

d. Stimson Library selected Dublin Core metadata as the Document Definition Type (DTD) for the collection manager.

e. Stimson Library purchased software for a second ENCompass collection manager in order to provide a secure site on Army Knowledge Online.

f. Stimson Library has started defining metadata for objects on the Homeland Defense directory of the AMEDDC&S G: drive. The library is examining the directory and attempting to resolve copyright and other problems that might prohibit use of the objects. The library is coordinating with the Leader Training Center regarding the selection criteria, requirements, file type, current file structure, and other special issues for the repository.

g. Stimson Library has created repositories in ENCompass and has started creating metadata manually. The creation of metadata using Semio is pending the completion of Semio crawls by members of the collaborative team.

31 July 2003

INFORMATION PAPER

SUBJECT: The AMEDD Journal

1. PURPOSE. To provide information concerning development and publication of the AMEDD Journal by the US Army Medical Department Center and School (AMEDDC&S).

2. FACTS.

a. The AMEDD Journal Branch, Department of Academic Support and Quality Assurance, Academy of Health Sciences, has published the AMEDD Journal on a bi-monthly basis since the Sep-Oct 94 issue. Beginning with the Jul-Aug-Sep 98 issue, the publication has been produced quarterly.

b. The Journal's mission is to "expand knowledge of domestic and international military medical issues and technological advances; promote collaborative partnerships among services, corps, and specialties; convey clinical and health service support information; and provide a peer-reviewed, high quality print medium to encourage dialogues concerning healthcare initiatives."

c. The statement of purpose in para 2b represents a revision in focus, implemented to attract additional manuscripts dealing with those subject areas that have a primary or peripherally related clinical impact on the AMEDD community.

d. Since its relocation to the AMEDDC&S in 1994, the AMEDD Journal has become a highly visible element in the marketing of military healthcare support. As an information medium, it has the advantage of availability in hard copy and on the Internet.

e. The AMEDD Journal welcomes manuscripts dealing with timely subjects of interest to the AMEDD community. Individuals who would like to submit a manuscript for consideration should forward it in Microsoft Word software on a 3.5" diskette, with 2 printed copies to the Editor, AMEDD Journal, Academy of Health Sciences (MCCS-HSA), 2250 Stanley Road, Suite 250, Fort Sam Houston, TX 78234-6150. The AMEDD Journal Editorial Board will review manuscripts for applicability, content, and format, prior to publication.

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31 July 2003

INFORMATION PAPER

SUBJECT: The Medical Soldiers OUTLOOK

1. PURPOSE. To provide information concerning the development and publication of the quarterly enlisted training newsletter, Medical Soldiers OUTLOOK, by the Army Medical Department Center and School (AMEDDC&S).

2. FACTS.

a. The AMEDDC&S has produced the OUTLOOK and its preceding publications since September 1984.

b. The target audience is the Army Medical Department (AMEDD) enlisted soldier and noncommissioned officer. The publication focuses on up-to-date information regarding resident and nonresident enlisted training, newly released training videotapes, and supplemental distance learning tools.

c. The AMEDD Journal Branch, Department of Academic Support and Quality Assurance, Academy of Health Sciences, is the OUTLOOK proponent. It is published and distributed quarterly by a Government Printing Office contract. Each issue is accessible on the Internet.

d. In terms of organizational marketing, the Medical Soldiers OUTLOOK has proven to be a valuable print medium for the AMEDDC&S. Its worldwide readership affords a significant degree of visibility. Reader comments regarding timeliness and accuracy of content continue to be uniformly positive.

e. Active and reserve component units that have been realigned or relocated will notify the proponent office of their current mailing address to ensure uninterrupted receipt of the publication.

f. The Medical Soldiers OUTLOOK welcomes input dealing with resident or nonresident AMEDD soldier training. Organizations or agencies involved in training activities may submit material for consideration by the OUTLOOK Editorial Board. Information should be forwarded in Microsoft Word software on a 3.5" diskette, with 2 printed copies to the Editor, Medical Soldiers OUTLOOK, Academy of Health Sciences (MCCS-HSA), 2250 Stanley Road, Suite 250, Fort Sam Houston, TX 78234-6150.

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INFORMATION PAPER

SUBJECT: Training Development Automated Systems

1. PURPOSE. To provide information on the automated training development systems employed by the Army Medical Department (AMEDD).

2. FACTS.

a. The Automated Systems Approach to Training (ASAT) is a management and information system used by training developers to manage training data, materials, and products.

b. The software, developed by the US Army Training and Doctrine Command (TRADOC), provides the capability to link information from a designed Table of Organization and Equipment Unit to mission, echelon, training products, references, doctrine, and collective tasks.

3. DISCUSSION.

a. The ASAT provides on-line capability to produce and revise training products and publications such as mission training plans, drill books, soldiers' manuals, Officer Foundation Standards, and training circulars.

b. The products can be produced either electronically or in print, as all data is currently uploaded to the General Reimer Digital Library, the central repository for all Army training and doctrine products. In August 2003, ASAT will convert from a local area network database to a web-based database as it migrates to the Army Training Information Architecture (ATIA).

c. The Training Systems Support Branch (TSSB), Department of Academic Support and Quality Assurance (DASQA), provides system and functional administration support to the AMEDD training community. Statistical quality assurance data on course training information status and progress is also provided by the TSSB, DASQA.

4. SUMMARY.

a. The ASAT is one of many TRADOC-developed software applications that is part of the Army Training Information Architecture (ATIA) that provides a standardized, single source of on-line training development and support information, eliminating redundancies and duplication of training information.

b. Other training development programs that are part of the ATIA include the Program of Instruction Management Module, Standard Army Training System, Combined Army Training System, and the Automated Instructional Management System-Personal Computer. These programs will merge data seamlessly in the ATIA, enabling a few major applications to provide standardized data entry, decision-making, and report generation.

31 July 2003

INFORMATION PAPER

SUBJECT: Training Management Automated Systems

1. PURPOSE. To provide information on the training management systems employed by the Army Medical Department.

2. FACTS.

a. The Army Training Requirements and Resources System (ATRRS) is a Department of the Army, on-line, near real-time information management system used to manage all individual training taught by major Army commands, agencies, schools and training centers.

b. It is the basis for the Structure Manning Decision Review process that determines and identifies training requirements on the Army Program for Individual Training.

3. DISCUSSION.

a. The information in ATRRS is used for planning, programming, budgeting, executing and evaluating training. It provides current historical data on all numbered courses taught throughout the US Army, individual soldier training history, attrition, and various other statistical data. Additionally, all members of the Department of Defense community can access the ATRRS website to register for self-development training using the Self-Development Module.

b. Student rosters and data are downloaded from the ATRRS to the Automated Instructional Management System–Personal Computer (AIMS-PC) for student tracking and management. The Army Medical Department Center and School uses AIMS-PC to administer and monitor resident individual training during peacetime and mobilization. Other areas managed include Academic Evaluation Reports, gradebook, fitness testing, class attendance, and other student-related data. The AIMS-PC and ATRRS are bi-directional.

4. SUMMARY.

a. The AIMS-PC is available to all Active and Reserve US Army sites that have Defense Data Network/Internet capability.

b. The AIMS-PC eliminates use and access to multiple systems required to track training and personnel actions. The availability of the AIMS-PC and its interface with the ATRRS allows course managers to easily meet the Department of the Army two-day status posting requirement.

c. Future plans indicate that many of the AIMS-PC functions will be absorbed by and managed through the TRADOC Army Learning Management System, expected by December 2003.

31 July 2003

INFORMATION PAPER

SUBJECT: Classroom Scheduling Initiatives

1. PURPOSE. To provide information on classroom scheduling initiatives.

2. FACTS.

a. The Army Medical Department Center and School (AMEDDC&S) Circular 350-02-01, Class Scheduling Information, and AMEDDC&S Circular 350-02-02, Primary Classroom Assignments, are updated and published annually.

b. Currently, the Training Systems Support Branch (TSSB), Department of Academic Support and Quality Assurance (DASQA), manages and schedules classrooms 2121, 2122, 2202, 2206, 2205 and 2403A and 2403B. The DASQA also has responsibility for scheduling and maintaining Blesse Auditorium (1500) and the COERS conference room (2407). The following Distance Learning rooms (computer labs) are scheduled by the TSSB, but are managed by the Learning Resource Center: rooms 0501 (AESTC Room), 2105A, 2105B, and 2105C.

c. The TSSB assists with schedules, classroom requirements, and conflicts through use of Microsoft Access, until an automated scheduling system is developed and implemented. Weekly/daily class, course events, and/or evening/weekend use reports are generated for the staff duty NCO; Dean, Academy of Health Sciences (AHS); Brigade Commander; and the Commander, AMEDDC&S. The TSSB posts the following information on the DASQA, homepage at <http://das.cs.amedd.army.mil/index.htm>.

(1) Reservations for all rooms scheduled through the TSSB scheduling office.

(2) All classrooms and labs scheduled by the individual teaching departments, based on class schedules received.

d. Based on a study, the Chief of Staff, AMEDDC&S, and the Dean, AHS, directed scheduling of all level 1 and level 2 classrooms and technology to be managed by the TSSB, DASQA. The initial classroom assessment is near completion, and resource requirements to standardize level 1 and level 2 classrooms are being developed. This initiative will be phased in during FY04, FY05, and FY06.

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INFORMATION PAPER

SUBJECT: Training Life Cycle Management/Gap Analysis

1. PURPOSE. To define the training life cycle management/gap analysis initiative.

2. FACTS.

a. The training life cycle management/gap analysis initiative is the result of an effort to capture all required self-development and other training for each Army Medical Department officer Area of Concentration and enlisted Military Occupational Specialty (MOS) and Additional Skill Identifier. The courses on each chart are organized by operational assignments, years of service, and rank.

b. The training life cycle charts are available on the Department of Academic Support and Quality Assurance web site at <http://das.cs.amedd.army.mil/index.htm>, to assist individual soldiers and career managers with career planning and tracking. The course numbers on the charts are linked to course data/information files making the charts a useful counseling tool to ensure soldiers are meeting the training requirements for promotion and assignments, and to ensure that soldiers receive the right training at the right time.

c. A training life cycle brochure was developed and is available for distribution at leadership training and other events such as conferences, seminars, and meetings.

d. The enlisted training life cycle charts are included as a chapter in each MOS Soldier Training Publication when it is published on the Reimer Digital Library.

e. The course data/information files are also used to develop the US Army Medical Department Center and School catalog information. Course catalog data is updated per course program of instruction revisions.

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INFORMATION PAPER

SUBJECT: Army Learning Management System

1. PURPOSE. To provide information on the features and status of the Army's Learning Management System

2. FACTS.

a. The web-based Learning Management System (LMS) is an outgrowth of the need for a real-time, integrated system to support the selection, scheduling, execution, and recording of results for Army individual training for both resident and nonresident training/education instruction in both distributed and resident modes. The LMS will be the repository of the detailed results of individual training. The Training and Doctrine Command (TRADOC) is developing new policies and procedures, and is testing these new procedures for both quota- and non-quota-managed education/training to include self-development, unit requirements, and mission immediate courses.

b. The LMS functionality and requirements include the following categories: catalog for courses and products; registration; resource and event scheduling; product distribution; conduct of training; testing; collaboration; evaluation; and training management. The LMS is logically organized into six major subsystems: the LMS Engine; the Collaboration System; the Integration Engine; the Learning Content Management System (LCMS); the Reporting System; and Student-Generated Learning Materials Storage.

c. The LMS physically consists of various hardware and software products including SUN and IBM servers; Cisco switches, firewalls and Content Delivery Network (CDN) devices; F5 load balancers and SSL accelerators; Windows 2000 and Sun Solaris operating systems; Saba Learning Management software; Vitria business integration software; Oracle database; and Crystal Enterprise reporting software. External interfaces include the Army Training Requirements and Resources System (ATRRS) and the Army's training development system.

3. DISCUSSION.

a. The LMS is currently undergoing a combined developmental/operational test. The testing is centered at the Enterprise Management Center for Distributed Learning System (DLS) at Fort Eustis, Virginia. Key personnel at the AMEDDC&S are participating in the operational test that began in June 2003.

b. The LMS will be used by all three components (Active, Reserve, and Guard) and with all major Army commands. Users will log on to the LMS through the Army Knowledge On-Line (AKO) portal.

c. The LMS is currently scheduled for fielding in October 2003, with completion in December 2003, and will serve as another piece of the Army Training Information Architecture (ATIA). As with other training development and management systems, the LMS will be managed by the Training Systems Support Branch, Department of Academic Support and Quality Assurance. The TRADOC system administration personnel will set access roles, as well as, test and load courseware provided to the LMS.

4. SUMMARY.

a. The LMS will have full capability to track, report, and test students. It will also provide the means to integrate catalog, registration, enrollment, class/phase-level scheduling, record-keeping functions, and certain training product cataloging, along with the functions to schedule and manage learning on a day-to-day basis throughout the learning event. It permits the Army to manage individual training and for learners to meet their distributed learning needs 24 hours a day/7 days a week.

b. Integration of the LMS with other Army training development and management systems and its migration to ATIA allows state-of-the-art training management for the Army in a fully integrated, networked, and internet-accessible training support system to provide realistic, timely, user-responsive, and cost-effective training for units and individuals.

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31 July 2003

INFORMATION PAPER

SUBJECT: Nonresident Instruction (NRI) Support to The Army School System (TASS)

1. PURPOSE. To provide information concerning Nonresident Instruction Section support to TASS training.

2. FACTS.

a. The TASS Health Services training battalions currently conduct military occupation specialty (MOS) reclassification courses in MOS 91E10, Dental Specialist, and additional skill identifier M6, Practical Nurse to MOS 91W, Healthcare Specialist. The 91W reclassification course will be implemented FY04.

b. The TASS training battalions also teach Noncommissioned Officer (NCO) Education System courses in the Basic NCO Course Career Management Field (CMF) 91 Phase for each MOS; Technical Training Phase 2 (self-study); and Phase 3 (classroom) for MOSs 91W, 91J, 91K, 91M, and 91R; and Advanced NCO Course CMF 91 Phase 2.

c. The NRI provides the following services to TASS:

(1) Assists the instructor credentialing process by ensuring required documentation is provided prior to review by the subject matter teaching department. Following credential approval, prepares instructor certificate. Serves as approved credential repository.

(2) Coordinates with teaching departments during the development of new Course Management Plans/Programs of Instruction (CMP/POI) and courseware. Provides quality assurance by matching lesson plans to student handouts to the POI during packaging of courseware for printing.

(3) Stocks and distributes instructor and student courseware materials.

(4) Prepares Academy of Health Sciences diplomas for graduates of courses conducted by TASS battalions.

(5) Distributes self-study materials to students and/or their units.

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INFORMATION PAPER

SUBJECT: Army Medical Department (AMEDD) Correspondence Course Program

1. PURPOSE. To provide information concerning available programs.

2. FACTS.

a. Four correspondence courses assist physician assistants acquiring Continuing Medical Education (CME) credits by the American Academy of Physician Assistants:

- (1) Emergency Medicine Physician Assistant Basic Studies Course (50 Category I credits)
- (2) Introduction to Orthopedic Surgery for the Physician Assistant (50 Category I credits)
- (3) Basic Orthopedic Review for the Physician Assistant (18 Category II credits)
- (4) Physician Assistant Readiness and Recertification Course (16 Category I credits).

b. The 6-8-C22 (Distance Learning) AMEDD Officer Advanced Course, Phase 1, and the AMEDD Advanced Nurse Leadership Course, Phase 1, in an interactive CD format, are prerequisites for both Active and Reserve Component officers to attend the resident phase of their respective courses.

c. Military Occupational Specialty (MOS) proficiency sustainment is available for MOSs 18D, 91A10/30, 91D, 91E, 91G, 91K10/30, 91M10/30, 91P, 91Q, 91R10/20, 91S, 91T10/20, 91V10, 91W10/20/30, and 91W Additional Skill Identifier M6 (Practical Nurse).

d. Reserve Component personnel qualify for MOSs/Areas of Concentration (AOCs) by completing the distance learning phase prior to attending resident instruction for MOSs 91G, 91J, 91M, 91R, 91S, and AOCs 70E67 and 70K67.

e. Other courses available are Combat Lifesaver Enhancement Course; Officer Branch Qualification Basic and Advanced Courses; and Company Grade Pre-command Course.

f. The Field Sanitation Team Certification Course is administered in a group study environment to document training completed. Qualified instructors present this course and submit rosters of graduates upon successful completion. Interactive CD materials are now available for the soldier who is unable to participate in group training, i.e., Army National Guard or remote duty personnel.

31 July 2003

INFORMATION PAPER

SUBJECT: Army Medical Department (AMEDD) Correspondence Course Program and the Internet - School Code 555

1. PURPOSE: To provide information on Internet connectivity for the AMEDD Correspondence Course Program.

2. FACTS:

a. Applications for enrollment are accepted via the website <https://www.atrrs.army.mil>. These are manually downloaded to activate the Nonresident Instruction system for academic records and inventory control.

b. The e-mail address for student questions is accp@amedd.army.mil. This address is monitored daily by Nonresident Instruction Section personnel.

INFORMATION PAPER

SUBJECT: Support to Unit Training

1. PURPOSE. To provide information concerning available Nonresident Instruction Section (NRI) training products.

2. FACTS.

a. Training products assist in identifying a soldier's strengths and weaknesses to ensure that readiness is an ongoing program. A unit commander or training officer/noncommissioned officer may order material telephonically from NRI.

b. Rapid train-up packages provide performance-oriented, technical refresher training for those soldiers who have not had the benefit of recent training and/or experience in their military occupational skill (MOS). The packages contain diagnostic evaluation tools to determine the proficiency level of the soldier. Materials are tailored to provide the identified training for as little as one hour to as many as 48 hours.

c. The Chemical Training Package provides mission essential training for medical or nonmedical readiness in medical chemical defense.

d. The Army Medical Department (AMEDD) Systematic Modular Approach to Realistic Training (AS MART) program standardizes medical proficiency training in fixed medical treatment facilities. Soldiers who have a medical MOS and are assigned to a TOE unit may not have the opportunity to sustain skills necessary for medical readiness. The AS MART manuals standardize, document, assess, and evaluate the soldiers' training level. Strengths and weaknesses are identified; and short and long-range training can be tailored to meet these needs.

e. The CMF 91 Initial Unit Training Package standardizes task training that could not be taught within the timeframe of the MOS-producing course. This package includes the Algorithm-Directed Troop Medical Care book.

f. The Army Civilian Acquired Skills Program and Specialized Training for US Army Reserve Readiness provide Army-specific training for soldiers who earn their MOS through civilian equivalent training.

g. The Sustainment Training Package (STP) for MOS 91W (formerly 91B) consists of training in combat-critical and mission-essential tasks required for MOS proficiency. The STP for MOS 91W M6 (formerly 91C) is a compilation of references necessary for the Licensed Vocational Nurse to maintain proficiency in various procedures.

h. The Readiness Training Program for Nursing Personnel in the AMEDD assists nursing personnel in developing and sustaining clinical skills proficiencies and functions critical to their role in a deployed or field environment status.

31 July 2003

INFORMATION PAPER

SUBJECT: Obtaining Academic Recognition for AMEDDC&S Courses

1. PURPOSE. To provide information on the procedures available for academic recognition.

2. FACTS.

a. The Army/American Council on Education Registry Transcript System (AARTS) is a computerized transcript system that produces official transcripts for eligible soldiers by combining a soldier's military education, training and experience with descriptions and credit recommendations developed by the American Council on Education (ACE). All AMEDD courses are evaluated by ACE and receive a recommendation for academic credit.

b. The Education Services Officer at the Army Education Center can assist enlisted members in completing DA Form 5454-R, Request for AARTS Transcript Form. The Education Officer will explain how to use the transcript; and its content and benefits. Soldiers may also visit the AARTS home page and download the form from the screen.

c. Address and phone number for AARTS:

AARTS Operations Center
415 McPherson Avenue
Fort Leavenworth, KS 66027-1373
FAX: (913) 684-2011 or DSN: 552-2011
Toll-Free: (866) 297-4427
E-mail: aarts@leavenworth.army.mil
Home Page: <https://aarts.leavenworth.army.mil>

d. Currently, only enlisted training and experience is included on the AARTS transcript. The policy is subject to change, pending the addition of officer and warrant officer information to the database.

e. You may direct specific questions on AMEDD course credit to:
registrarAMEDDC&S@amedd.army.mil.

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INFORMATION PAPER

SUBJECT: Structure and Manning Decision Review (SMDR)

1. PURPOSE. To provide general information on the SMDR process.

2. FACTS.

a. The SMDR is an annual review to validate the Army training requirements and reconcile those requirements to acceptable, affordable, and executable training programs. It is co-hosted by the US Army Deputy Chief of Staff for Personnel and the Deputy Chief of Staff for Operations in Washington, D.C.

b. The 2003 SMDR will establish training programs for FY07, validate the requirements for FY06 and “fine tune” FY05. The approval of this SMDR will develop the FY05 Army Program for Individual Training (ARPRINT).

c. A pre-SMDR is conducted each September by the Registrar Services and Training Management Branch (RSTMB), Department of Academic Support and Quality Assurance, with the teaching departments to identify manpower, facility, and equipment constraints for each course taught by the AMEDDC&S. Prior to the meeting, summary sheets for each course are provided to the teaching departments who validate training requirement numbers and/or provide constraint fact sheets for each constrained course.

d. The Active and Reserve Components conduct separate meetings to validate training requirements prior to the Department of the Army (DA) SMDR. Constraints are identified separately and addressed at the DA SMDR.

e. The RSTMB participates in the SMDR to validate projected training requirements and coordinate the Army Medical Department individual training programs for the pre-determined fiscal year.

INFORMATION PAPER

SUBJECT: Army Training Requirements and Resources System (ATRRS)

1. PURPOSE. To provide basic information on the ATRRS.

2. FACTS.

a. The ATRRS is a Department of the Army Management Information System of record for managing student input to training. The on-line system integrates manpower requirements for individual training with the process by which the training base is resourced and training programs are executed.

b. The information in ATRRS is used for planning, programming, budgeting, executing, and evaluating training. It provides current and historical data on all numbered courses taught throughout the US Army, individual soldier training history, attrition, and various other statistical data.

c. The ATRRS is the basis for the Army Program for Individual Training through the Army Centralized Individual Training Solicitation and Structure Manning Decision Review processes that determine and identify training requirements.

d. The Registrar Services and Training Management Branch (RSTMB), Department of Academic Support and Quality Assurance (DASQA), is responsible for the records of all students attending AMEDDC&S courses. The Student Personnel Branch, Military Personnel Division, Human Resource Business Center, is responsible for all relief actions. The Army Medical Department Personnel Proponent Directorate is responsible for updating course administrative data on skill level-10 courses. The RSTMB, DASQA, is responsible for updating course administrative data on all other courses and for input and graduation status for all AMEDDC&S students.

e. Selected ATRRS course information is currently available on the Internet at <https://www.atrrs.army.mil>. Course catalog information and class schedules for three fiscal years for all numbered courses can be viewed at this address. On-line registration for self-development courses is accomplished on this web page.

INFORMATION PAPER

SUBJECT: Training Resource Arbitrations Panel (TRAP)

1. PURPOSE. To provide general information on the TRAP process.

2. FACTS.

a. The TRAP process manages changes to the training program in an execution year or during the next fiscal year (FY). There are eight regular TRAPs: four Initial Entry Training courses and four Professional Development/Officer/all other courses. There are numerous special TRAPs (Defense Language Institute, Aviation, Officer Basic Courses, etc.).

b. All components (PERSCOM, US Army Reserve Command, National Guard Bureau, US Air Force, US Navy, etc.) input increases and decreases when a TRAP is opened to fine-tune their needs. Agencies input changes for 2 weeks; and the school then addresses those requests for 2 weeks. The National Guard Bureau and US Army Reserve Command review and resolve issues addressed by the school in the following week. During the final week, Headquarters, Department of the Army, formally approves the TRAP.

c. The school then loads the final adjustments by increasing/decreasing class sizes, adding classes to accommodate an increase, or canceling classes for a decrease.

d. Short-term adjustments in the training program may be required because of under strength in a military occupational specialty (MOS) based on high course or Army attrition. The MOS strength may also be affected by low recruiting levels when annual requirements are not met, or by national or world situations.

Department of Academic Support
and Quality Assurance

Information Papers

31 July 2003

INFORMATION PAPER

Subject: Army Medical Department Center and School (AMEDDC&S) Priority Training Initiative

1. PURPOSE. To provide information on the AMEDDC&S quest for quality training.

2. FACTS.

a. The AMEDDC&S is accredited as an institution by the Training and Doctrine Command (TRADOC) and the Council of Occupational Education (COE). The AMEDDC&S was the second proponent school to meet the standard of The Army School System (TASS) checklist to obtain TRADOC accreditation in 2001. When TRADOC expanded the accreditation effort and stood up Quality Assurance (QA) Offices at all proponent schools, the Academy of Health Sciences tasked the QA office to conduct a self-assessment of the 16 initial entry training (IET) military occupational specialties. The effort was initiated in October 2002 and the self-assessment was completed in March 2003, in anticipation of the TRADOC reaccreditation team visit in 2003 (which has been delayed until 2004 or later). The assessment triggered numerous positive changes and significantly improved the quality of training and support of IET. The QA team will continue to follow-up and ensure that quality meets or exceeds all TRADOC standards, as the AMEDDC&S continues to prepare for the TRADOC accreditation visit.

b. The increased focus on quality accreditation positioned the AMEDD for the recent surge in IET students and ensured the update of critical training documents for the entire force, to include the Individual Ready Reserve. The Automated Systems Approach to Training (ASAT) training development effort is a high priority. All soldier-training publications (STPs) are being developed in ASAT and all 16 STPs will be available on the General Reimer Library by FY 04. All lesson plans for 16 IET programs and an additional 155+ courses will be updated using the ASAT within the next 2 years. The increased quality, standardization, and availability of lesson plans to soldiers worldwide will significantly increase training readiness and sustainment.

c. The Academy of Health Sciences QA office conducted an assessment of the AMEDD Noncommissioned Officers (NCO) Academy in June 2003 in preparation for the reaccreditation of the AMEDD NCO Academy in June 2004. The Professional Military Education (PME) training will be assessed in October 2003 to ensure that PME meets the highest standards. The institutional accreditation by the COE is also reaffirmed annually and numerous AMEDD courses/programs meet or surpass civilian accreditation programs and certification standards.

INFORMATION PAPER

SUBJECT: Academic Support Services

1. PURPOSE. To provide information concerning the diversity and extent of support services managed by the Department of Academic Support and Quality Assurance (DASQA).

2. FACTS. The DASQA offers a wide range of academic support activities and quality assurance services to ensure integration of US Army Medical Department (AMEDD) doctrine and training development processes and products.

a. Conducts independent evaluations on the quality of AMEDD training and training materials through the media of survey programs, training documents review, classroom observations, and attrition studies. Additionally, assesses and accredits The Army School System Health Services Training Battalions and serves as the Quality Assurance Advisor to the Commander, AMEDDC&S; Dean, Academy of Health Services; and other key leaders.

b. Provides functional and administrative management of automated training development and student management systems (Automated Systems Approach to Training and Program of Instruction Management Module) for training development and Automated Instructional Management System-Personal Computer (AIMS-PC) for student management support. Also maintains military occupational specialty and area of concentration training life cycle management data.

c. Provides classroom and scheduling support services.

d. Offers registrar services for resident and nonresident training and correspondence course programs. Manages the AMEDD portion of the Army Training Requirements and Resources System (ATRRS), and represents the AMEDD at the annual Structure Manning Decision Review.

e. Prepares AMEDD personnel to assume their duties as instructors/training developers/training managers through progressive academic programs, specialized workshops, and consultations.

f. Provides library/information services using electronic, web-based, and print media to support education and research programs. Also serves as the AMEDDC&S liaison with the National Library of Medicine and the National Technical Information Center.

g. Develops and publishes print media products that provide the AMEDD community with professional, doctrinal, and general interest information. Additionally, markets the AMEDD and AMEDDC&S through a variety of community relations events and projects.

INFORMATION PAPER

SUBJECT: The US Army Medical Department Center and School Quality Assurance Program

1. PURPOSE. To provide information on the US Army Medical Department Center and School (AMEDDC&S) Quality Assurance (QA) Program.

2. FACTS.

a. The Deputy Commanding General/Chief of Staff, Headquarters, US Army Training and Doctrine Command (TRADOC), directed that all schools establish a Quality Assurance Program by October 2001. The new Quality Assurance Program will replace the previous Directorate of Evaluation and Standardization, which was basically eliminated at most schools in 1996.

b. The AMEDDC&S has continued to maintain a very proactive QA program under the auspices of the Department of Academic Support and Quality Assurance. The program serves as the “eyes and ears” of the Commandant/Commander, providing feedback on quality, efficiency, effectiveness, and relevance of programs across doctrine, training, leadership development, organization, materiel, and soldiers systems. The department conducts trend analyses to determine training efficiencies and recommends program and process improvements.

c. A critical part of the AMEDDC&S QA program is TRADOC accreditation of all training programs. The AMEDDC&S program strongly supports measures on the Balanced Score Card and The Army School System accreditation program. The new TRADOC program now includes many of the processes and ideas originated by the AMEDDC&S, and acclaims the AMEDDC&S for having the Army’s largest and strongest Quality Assurance Program. The AMEDDC&S program includes quality review of training, CBRNE training, attrition studies, student feedback on training quality, quality assurance of training environment and facilities, lifecycle training models, monitoring of training management, readiness status of all training documents, and status of accreditation for active and reserve components.

d. Detailed information concerning the significant revision in the TRADOC Quality Assurance Program is available at <http://www.dcsst.monroe.army.mil/tdaa>.

INFORMATION PAPER

SUBJECT: American Council on Education and Quality Assurance Office - A Joint Quality Venture

1. PURPOSE. To provide information on the Army Medical Department Center and School (AMEDDC&S) Quality Assurance Office's (QAO) use of American Council on Education (ACE) college credit recommendations to measure quality and enhance the QA program.

2. FACTS.

a. The AMEDDC&S QAO works closely with the ACE Center for Adult Learning and Educational Credentials, Military Programs Division. The center conducts site visits to evaluate programs of instruction (POIs) and recommend college credit for military courses and occupations. The evaluation and cost of the site visit is funded by the Department of the Army. The next site visit is tentatively scheduled for November 2003.

b. The ACE course evaluation results serve as a measure of high quality training and validate that graduates of Army courses have met the same standards as graduates of equivalent civilian training courses. Colleges and universities determine if they will award recommended ACE credit.

c. The ACE experts also evaluate military occupational specialties (MOS) to determine the scope of MOS duties, enabling them to recommend college credit for military experience. The Army/American Council on Education Registry Transcript System (AARTS) provides enlisted personnel entering active duty after October 1981, and members of the National Guard, with an individualized transcript of all their military educational experiences.

d. Credit recommendations resulting from the evaluations are published biennially in the Guide to the Evaluation of Educational Experiences in the Armed Services. This guide is the standard reference tool used by the majority of U.S. colleges and universities to award credit for military learning.

e. Refer to the following website for additional information about ACE:
<http://www.acenet.edu/calec/home.html>

INFORMATION PAPER

SUBJECT: Training Assessment Program

1. PURPOSE. To provide information on the US Army Medical Department Center and School (AMEDDC&S) Quality Assurance Office's (QAO) implementation of the training assessment program (TAP).

2. FACTS.

a. The TAP surveys are administered to graduates of AMEDDC&S training and their supervisors six months after graduation via the Internet, AUTOGEN, regular mail, or field site visits. The feedback obtained helps determine whether training meets the needs of the field, identify problems that can be resolved by training, collect recommendations from the field, and determine whether graduates perform tasks trained in the school.

b. Feedback is provided on various aspects of AMEDDC&S training, to include, but not limited to: assessment of level of competence needed by new graduates to meet job requirements; competence possessed by graduates on MOS-specific performance skill items; graduates' assessment of their own job competence; frequency of task performance on the job; sustainment of skills taught in resident training; utilization of AMEDDC&S graduates on the job (whether performing within their MOS or not); and other concerns of graduates and supervisors.

c. Completed surveys are analyzed, and the data is provided to the Dean, Academy of Health Sciences; Commander, Center Brigade; and Commandant, Noncommissioned Officers Academy (as appropriate); as well as course directors of the respective training departments, for appropriate action. The feedback is critical for revision of job analyses, task lists, lesson plans, and other training materials. The results are used for the AMEDDC&S Balanced Score Card and TRADOC Strategic Readiness System.

INFORMATION PAPER

SUBJECT: Chemical, Biological, Nuclear, and High-Yield Explosives (CBRNE) Quality Review of US Army Medical Department Center and School (AMEDDC&S) Training

1. PURPOSE. To provide information concerning the assessment of the quality of CBRNE training in the AMEDDC&S.

2. FACTS.

a. Training evaluators from the Department of Academic Support and Quality Assurance (DASQA) and subject-matter-experts from the NBC Science Branch, Department of Preventive Health, conducted cursory assessments of the quality and effectiveness of CBRNE training 22 April-15 July 2002.

b. The initial focus was on military occupational specialty and leadership training. The programs of instruction, Automated Systems Approach to Training (ASAT) lesson plans, and training materials were reviewed. Classroom instruction, practical exercises, and field training exercises were observed. As appropriate, on-the-spot corrections and recommendations were made. Instructors were also surveyed.

c. An interim report was provided to the proponents 25 May 2002. The overall quality was good and is continually improving. The lesson plans in ASAT are available on-line and serve as excellent examples that can be shared.

d. Presently, there are 429 CBRNE lesson plans from 154 courses being trained at the AMEDDC&S. Time limits the assessment to the most critical lesson plans, at this time. The quality assessment will be expanded to include a review of all lesson plans as time permits.

e. The DASQA evaluator is presently conducting follow-up visits to determine if the program was fully implemented.

INFORMATION PAPER

SUBJECT: Attrition Data Management Within the Army Medical Department Center and School (AMEDDC&S)

1. PURPOSE. To describe the attrition data management system and the reports provided.

2. FACTS.

a. The Department of Academic Support and Quality Assurance uses the Automated Training Resources Requirements System (ATRRS) data to determine attrition rates.

b. Attrition rates, including causes and initiatives, are provided to the Commanding General, AMEDDC&S; Commandant/Dean, Academy of Health Sciences; and 32d Brigade Commander in semi-annual reports. Reports by component, gender and class are provided to departments upon request.

c. Attrition rates, causes, and initiatives are provided to the Total Army Personnel Command (TAPC) for discussion at quarterly enlisted career management field laydowns. Recruiting, training, attrition, retention and projected strength for Active Army Career Management Fields are discussed.

d. Attrition rates are used by the AMEDDC&S, the US Army Medical Command, and The Office of the Surgeon General as a management indicator, and as a measure of training effectiveness.

INFORMATION PAPER

SUBJECT: Accreditation Program of The Army School System (TASS) Health Services (HS) Training Battalions

1. PURPOSE. To provide information on the accreditation program of the TASS HS training battalions.

2. FACTS.

a. The Army School System is a composite system comprised of accredited and integrated Army National Guard, US Army Reserve, and Active Component (AC) institutions that provide one training standard for the Army. The HS battalions are arranged in 7 geographic regions and are functionally aligned with the US Army Medical Department Center and School (AMEDDC&S). The AMEDDC&S serves as the training proponent and maintains oversight responsibility for medical institutional training throughout all components. The AMEDDC&S is responsible for standardized courseware development, instructor certification, and training battalion accreditation. Authority to accredit functionally aligned Reserve Component institutions was delegated by the US Army Training and Doctrine Command (TRADOC) to proponent school commandants.

b. Reserve Component training sites are accredited in accordance with TRADOC Regulation 350-18. Evaluation for accreditation is based on the Accreditation Standards Guide that incorporates the Training Support and Conduct of Training Standards. Regional HS training institutions undergo accreditation every 3 years, which consists of evaluating a minimum of one-third of the region's Inactive Duty for Training sites, at least 1 Active Duty for Training site, and conducting a records review at the school battalion headquarters.

c. The AMEDDC&S has 3 Active Component soldiers who are assigned to TRADOC, under the TASS Title XI program. They are training evaluators and compose the accreditation team. Their responsibilities include planning and conducting accreditation visits, assisting with training development, communicating and coordinating with the functionally aligned school battalions.

d. The accreditation team conducts unannounced visits to those regions accredited the year before. They also conduct assessment visits to those regions coming up for accreditation the following year. The assistance and assessment evaluations during the off years ensure quality assurance and standardized training at the HS training institutions.

INFORMATION PAPER

SUBJECT: Status of the Accreditation Program of The Army School System (TASS) Health Services (HS) Training Battalions

1. **PURPOSE.** To update the status of the accreditation program of the TASS HS training battalions.

2. **FACTS.**

a. All 7 TASS training battalions in the HS brigades are accredited. These TASS battalions are functionally aligned with their respective proponent school, the US Army Medical Department Center and School (AMEDDC&S). US Army Training and Doctrine Command (TRADOC) Title XI personnel conduct accreditation evaluations of the training battalions in accordance with TRADOC Regulation 350-18. The AMEDDC&S, under the authority of TRADOC, accredits the TASS HS training battalions.

b. The TASS battalions conduct reclassification and leader development courses throughout 7 geographical regions. The AMEDD reclassification courses available for training by the TASS battalions are: 91WM6 Practical Nurse, 91D10 Operating Room Specialist, and 91E10 Dental Specialist. The 91W10 reclassification course will be implemented in fiscal year (FY) 04. Leader development courses include: Phase 4 of the Basic Noncommissioned Officer Course for 91J30 Medical Supply, 91K30 Laboratory Technician, 91M30 Medical Food Service and Phase 2 of the Basic and Advanced Noncommissioned Officer courses.

c. The TASS training battalions in Regions B, E, and G are presently undergoing accreditation renewal this fiscal year. The battalion in Region D experienced an unannounced assistance evaluation since they were accredited in FY 02. Regions C and F are currently undergoing assistance visits for accreditation in FY 04, while Regions A and D are projected for accreditation in FY 05. The assistance evaluations during the off years ensure quality assurance and standardized training at the HS training institutions.

INFORMATION PAPER

SUBJECT: Servicemembers Opportunity Colleges Army Degree Program and the Quality Assurance Office: A Joint Quality Venture

1. PURPOSE. To provide information on the US Army Medical Department Center and School (AMEDDC&S) Quality Assurance Office (QAO) partnership with AMEDD teaching proponents, the Army Education Center, and Department of the Army (DA) to market Servicemembers Opportunity Colleges Army Degree (SOCAD) opportunities for AMEDD soldiers.

2. FACTS.

a. The AMEDDC&S QAO is the Medical Command's liaison for SOCAD coordination with DA, the Army Education Center, and AMEDD teaching proponents.

b. The Department of the Army is working with multiple colleges and universities to develop AMEDD Military Occupational Skill/Additional Skill Identifier (MOS/ASI) advanced degree plans for servicemembers and their families. The Academy of Health Sciences MOS/ASI subject-matter-experts are an important part of the quality assurance team as the degree plans are being finalized.

c. Army Education Center counselors assist soldiers with program selection, advise them about tuition assistance, degree planning, SOCAD colleges, and the process for earning SOCAD degrees.

3. Refer to the following website for additional information about SOCAD:
<http://www.soc.aascu.org>.

INFORMATION PAPER

SUBJECT: US Army Medical Department Center and School Quality Assurance Office's Affiliation with the Department of the Army's GI to Jobs – Credentialing the Soldier Program

1. PURPOSE. To provide information on the US Army Medical Department Center and School (AMEDDC&S) Quality Assurance Office's (QAO) function to ensure that accurate and up-to-date military occupational specialties (MOS) information is included in the GI to Jobs internet-based website.

2. Facts.

a. The AMEDDC&S QAO is the liaison to the Department of the Army (DA) for coordinating quality assurance review of data included in the GI to Jobs Credentialing Opportunities On-Line (COOL) website.

b. The goal of the program is to make soldiers aware of gaps between military training and civilian credentialing requirements and possible methods for bridging them (e.g., study guides, computer-based training, correspondence courses, etc.).

c. The credentialing website provides soldiers information necessary to fulfill the requirements of civilian certifications and licenses related directly and/or indirectly to their MOS.

d. The MOS subject-matter-experts (SME) review and revise, as required, the contractor-developed analyses that compare military education and training to civilian licensing and certification requirements for MOSs that have credentialed civilian equivalents. The SMEs verify completeness of the comparison of MOS training to civilian credentialing requirements; provide suggestions for ways in which gaps in the training might be filled; and suggest methods to improve site usability or understandability.

INFORMATION PAPER

SUBJECT: US Training and Doctrine Command (TRADOC) Field Feedback Software - AUTOGEN

1. PURPOSE. To provide information about the TRADOC Field Feedback software, AUTOGEN, and its intended use at the US Army Medical Department Center and School (AMEDDC&S).

2. FACTS.

a. The Quality Assurance Office (QAO), Department of Academic Support and Quality Assurance (DASQA), is using the AUTOGEN software to collect field feedback on the effectiveness of AMEDDC&S training. This collection method will be one of several used to support the Training Assessment Program (TAP) managed by the QAO, DASQA.

b. The software has two modules: external evaluations and job analysis. Collection of field feedback will be through web surveys, delivered via the Army Knowledge Online (AKO) network.

(1) The External Evaluation module provides standardized data collection and analysis instruments that are completed by supervisors and graduates of Military Occupational Specialty (MOS), Additional Skill Identifier (ASI), Advanced Noncommissioned Officer Course (ANCOC), Basic Noncommissioned Officer Course (BNCOC), Officer Basic Course (OBC) and Officer Advanced Course (OAC) training.

(2) The Job Analysis module provides standardized data collection instruments for use in conducting job analysis on frequency of performance, training emphasis, and learning difficulty.

c. History.

(1) In February 2001, HQ TRADOC contracted with the Army Research Institute (ARI) to develop a tool to build standard external evaluation surveys. ARI integrated this new requirement into their on-going generic job analysis survey project.

(2) Two TRADOC schools tested the software during June and July 2001. Results of the tests identified changes that will be included in the next upgrade. The second generation of AUTOGEN will be tested by several training institutions within TRADOC in August 2003.

d. Software Deficiencies. The QAO testing identified areas that require correction and modification to meet AMEDDC&S requirements. ARI and TRADOC have been notified, and some changes have been made to the second version. Some of the problems noted were:

(1) Typographical errors

(2) The survey title for an ASI is the MOS

(3) Tasks are grouped into subject areas with a short description. The respondent must select “NO” on performing to standard for the individual tasks to be listed. (A link to a task list will be provided in the survey instructions and the respondent will refer to the list when completing the survey.)

(4) Surveys are limited to MOS, ASI, and AOC courses; however, with specific instructions, they may be adapted for other courses.

e. Responsibilities

(1) Academy of Health Sciences training departments will:

(a) Create a link on the course web site with instructions for completing the survey.

(b) Notify supervisors and graduates of the requirement to complete the web survey.

(c) Include a short presentation during training on the requirement to complete the survey six months after the graduate reports to his/her unit.

(d) Market the program by providing information during Post-Graduate Professional Short Course Program (PPSCP), seminars/conferences, task selection boards, field trips, etc.

(2) DASQA will:

(a) Create and post the web surveys.

(b) Provide results in the TAP reports.

(c) Market the program by providing information during QAO field trips.

(d) Request US Army Reserve/Army National Guard liaison identify reserve units with web sites and request they post a link to the surveys.

(e) Provide survey links to the Staff and Faculty Development Branch, DASQA, and the Noncommissioned Officers Academy. Students who are recent supervisors will complete the surveys.

31 July 2003

INFORMATION PAPER

SUBJECT: The Instructor Training Course, 5K-F3/520-F3

1. PURPOSE. To provide Information on the Instructor Training Course (ITC).

2. FACTS.

a. The ITC is a two-week course designed for Active Army, Navy, Air Force, Army Reserve, Army National Guard, and civilian personnel who are assigned to the US Army Medical Department Center and School as instructors and/or supervisors of instructors. The course is taught by the Staff and Faculty Development Branch, Department of Academic Support and Quality Assurance, Academy of Health Sciences.

b. The ITC is designed to prepare instructor candidates to assume the basic responsibilities and duties required of an instructor/faculty member within a teaching branch/department. During the course, emphasis is placed on the Systems Approach to Training process, task analysis, learning objectives, lesson plan development, written and performance test items, communication skills, teaching techniques, student counseling, and instructional technology. In addition to the didactic portion of the course, students prepare and provide presentations in which they receive both verbal and written feedback. Upon successful completion of the ITC, the student is awarded an instructor position identifier.

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31 July 2003

INFORMATION PAPER

SUBJECT: Orientation to US Army Medical Department Center and School Training Processes

1. PURPOSE. To provide information on the Orientation to the US Army Medical Department Center and School (AMEDDC&S) Training Processes Course (OATP).

2. FACTS.

a. This is a 2-day course designed for personnel who are newly assigned to the AMEDDC&S as senior and mid-level managers, directors, and training developers.

b. The course provides an overview of training processes and related systems that new training managers will employ. Major topics in the OATP include: the Systems Approach to Training Process, the Army Training Development and Management Systems, the Individual and Collective Training Process, resource management procedures, and the Army Medical Department personnel proponent functions.

c. OATP is conducted quarterly by the Staff and Faculty Development Branch, Department of Academic Support and Quality Assurance.

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31 July 2003

INFORMATION PAPER

SUBJECT: The Small Group Instructor Training Course

1. PURPOSE. To provide information on the Small Group Instructor Training Course (SGITC).

2. FACTS.

a. The SGITC, 5K-F6/520-F6, is a 40-hour course that prepares instructors for small group instruction, team building, and facilitation. The proponent of the course is the Deputy Chief of Staff for Training, US Army Training and Doctrine Command. The Staff and Faculty Development Branch, Department of Academic Support and Quality Assurance, Academy of Health Sciences, conducts the SGITC with authorized modifications.

b. The SGITC emphasizes learning by doing. The content is focused on the following areas: adult learning theory/practice, experiential learning model, learning style preferences, self-assessment, active listening, intervention, group development, and small group instructional methods.

c. Eligibility is limited to Army Medical Department Center and School personnel who are assigned to an instructor position that requires small group leader certification.

d. The SGITC is scheduled monthly by the Staff and Faculty Development Branch, Department of Academic Support and Quality Assurance, pending demonstrated need.

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31 July 2003

INFORMATION PAPER

SUBJECT: Staff and Faculty "Just in Time" Workshops for US Army Medical Department Center and School (AMEDDC&S) Personnel

1. PURPOSE. To provide an overview of workshops tailored to meet the needs of the AMEDDC&S staff and faculty.

2. FACTS.

a. Content for the workshops includes, but is not limited to, using Automated System Approach to Training, test-item development, writing objectives, multimedia development, Tool Book, facilitating a web-based course, and preparing students for the distance learning environment. The workshops vary in length.

b. These workshops prepare staff and faculty for the many changes taking place within the AMEDDC&S education and training environment. Workshops are tailored to meet customer needs.

c. Workshops are conducted by the Staff and Faculty Development Branch, Department of Academic Support and Quality Assurance.

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INFORMATION PAPER

SUBJECT: Advanced Instructor Training Course

1. PURPOSE. To provide information on the Advanced Instructor Training course (AITC).

2. FACTS.

a. This is a 2-phase course that provides a program of advanced instructor training to experienced instructors in the latest classroom methodologies, training policies, and instruction design techniques.

(1) Phase 1 of the AITC is completed on-line and introduces the student to web-based education and training. Students must establish an account with the Knowledge Exchange and the AITC Web Board. Students must complete this phase prior to phase 2.

(2) Phase 2 is a 5-day on-site program that provides classroom training in adult learning theory, adult education methodologies, advanced presentation design, ethical issues, and advanced distributed learning.

b. Eligibility is limited to Army Medical Department Center and School personnel who have: completed the Instructor Training Course (ITC), spent at least 12 months in an instructor position as a certified instructor, received excellent instructor evaluations during that time period, and have an interest in improving their skills and knowledge of adult education methods and techniques.